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"When our high schools shall become thoroughly democratized, and when 'secondary education' shall mean education appropriate for any and all normal children between twelve and eighteen years of age, it may well be that prevocational work will pass off the stage and that the term will no longer have any significance. For the present, however, 'prevocational' must stand for the symbol of liberality in providing, either in our upper elementary grades or in our high schools, appropriate types of educational activities for all children, and for a promise that such work will be administered in the spirit of justice and impartial sympathy."

In chap. vi, "Appropriate Subject-Matter for Prevocational Classes," will be found the best possible statement of just how and upon what basis the subjects for a course for a prevocational class are to be selected. The answers given to this problem in any school system determine whether your prevocational work is but another readjustment in school time and material or real educational adjustment.

The remaining chapters, each dealing in detail with one of the subjects of the curriculum, are simple and direct, based upon actual use in prevocational classes.

For those who are accustomed to think of prevocational work as a sort of semi-industrial training course for ne'er-do-wells, chap. xii, "Shopwork and Drawing," contains much that will surprise them. For example, the opening paragraph: "While the shopwork in a prevocational course of study has considerable vocational value, its major purpose is inspirational rather than vocational, its function being to give education an atmosphere which seems more practical to the pupil, and which is more closely related to active adult life than is the work of the ordinary schoolroom."

This excellent little book should reach a wide field of service. There is but one serious omission that will be noted by any one in the West: "Where is the girl in prevocational work?" With woman suffrage in every Western state, educational plans must make equal provision for both boys and girls. Doubtless the authors will later supply this need in another book. It would take another book to give the work necessary for the girls in prevocational education.

BEN W. JOHNSON

SEATTLE, WASH.

An Introduction to School Hygiene. By W. B. DRUMMOND. London: Longmans, Green, & Co., 1915. Pp. x+237. \$1.25.

This very practical little book gives a simple and condensed statement of the methods of examination and common defects of school children, and of what can be done to correct them through hygienic measures. The feeding of children, outlines of work, rest and sleep, and the various types of both simple and serious nervous disorders are carefully discussed. The hygiene of exercise,

seating in relation to posture and writing, and personal hygiene, including tonsils, adenoids, eyes, and ears, is dealt with in such a manner as to be of the greatest value to teachers. This may be said also of the presentation of the subject of infectious diseases, which is in every way up to date. The material on school buildings and grounds is excellent so far as it goes. In short, this is one of the ablest of the briefer books on school hygiene that has been given to the public.

JOSEPHINE YOUNG

UNIVERSITY OF CHICAGO

A Practical Algebra for Beginners. By THIRMUTHIS A. BROOKMAN.
New York: Scribner, 1915. Pp. xvii+322.

The values of a high-school subject determine largely whether or not that subject should be entitled to a place in the curriculum. Teachers of secondary mathematics will be interested in a textbook which aims to make a close connection between the principles of elementary algebra and their applications in daily life. This book contains five short chapters on applied problems, such as algebra used in mensuration, similar right triangles used in measurement, inverse proportion in belted pulleys, graphs of statistics and equations, formulae concerning bolts and screws, horse-power of locomotives, etc.

The author has aimed to write a book for "the pupils' sake" and to lower the "unduly heavy mortality in elementary algebra by three lines of emphasis—the inductive method, the union with geometry, and the use of the applied problem." The amount of algebra is equivalent to what is ordinarily covered in one year, including quadratic equations in one unknown. In addition to this it contains a chapter on the laws of exponents.

E. R. BRESLICH

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Dante: How to Know Him. By ALFRED M. BROOKS. Indianapolis:
Bobbs-Merrill Co. Cloth, 12mo, with a frontispiece. \$1.25 net.

After one has followed to its end the story as it is presented by Professor Brooks, of Indiana University, in an excellent translation of Dante's own words, one feels that the *Divine Comedy* need no longer be a closed book for any reader. In narrow compass the author has given the story of the drama, with adequate description of the stage setting and other details that will make easy the path to a sincere and intimate appreciation of one of the great books of the world.

One gets from the book the sense that Dante is a living force in the present world; that his *Divine Comedy* is filled with truth and wisdom in the mold of beauty; that it is a wonderful book, which should be much more generally read.